

Utah STEM/DLI Program

Request for Proposals for 2016-17



German, Portuguese and Russian

Deadline for Applications: November 2, 2015

Utah State Office of Education
Brad C. Smith
State Superintendent of Public Instruction
250 East 500 South
P.O. Box 144200
Salt Lake City, UT 84114-4200



Application Instructions for Utah School Districts and Charter Schools Seeking Funding for the STEM/DLI Program

I. Introduction/Background

On July 1, 2008, SB41S01 became law. This law provides funding for the Dual Language Immersion (DLI) program. The Utah DLI program requires 50/50 instruction (English and a target language), begins in Kindergarten or 1st grade, and adds an additional grade each year until the 6th grade.

The Utah State Office of Education (USOE): is responsible for the administration of this program. Funds available for the STEM/DLI program will be awarded by the USOE to **10** district or charter elementary schools for the following three target languages:

- **German (3)**
- **Portuguese (4)**
- **Russian (3)**

II. Program Description

A. GOAL: The STEM/DLI program will prepare Utah students academically, linguistically and socially for the challenges and needs of our global community. Students will attain academic achievement that is at or above their grade level. All students will obtain proficiency in the target language and will increase their cross-cultural understanding.

B. USE OF FUNDS: The program shall provide funding for classes to begin for the 2016-17 school year. Funds are to be used to support planning, materials and instruction for STEM/DLI programs. Funds are NOT to be used for classroom FTE or any other purpose outside of support for STEM/DLI program.

C. SCHOOL REQUIREMENTS:

1. Schools must commit to a minimum of two classes in 1st grade for the DLI strand, and must use a two-teacher model. 50/50 instruction is required and rotations that lead to less than 50% of instruction in the target language are not permitted for the DLI strand.
2. School must commit for all classes in 1st grade to become STEM classrooms, both DLI and Traditional, and to add one grade per year until the entire school becomes a whole STEM school with a DLI strand.
3. Schools may start both 1st and 2nd grade for the 2016-17 school year.

D. PROGRAM REVIEW CRITERIA:

1. STEM Schools Review Criteria: After three years of implementation, each application will be evaluated using the following Ten Dimensions of STEM School Designation:

- I. Curriculum: Problem-Solving Rigorous Learning (7 Elements including Problem-Solving Learning, Student Cooperation, and Engineering Design Process)
- II. Leadership (4 Elements including Career Exposure and STEM Instructional Leadership Team)
- III. Assessment (2 Elements including Student Learning Outcomes and Use of Assessment to Inform Instruction)
- IV. Professional Learning (3 Elements including Staff Engagement in Relevant Professional Learning Opportunities and Staff Reflect on Their Work)
- V. Teaching (4 Elements including Teacher Differentiation of Instruction Based on Learning Needs and Staff Spreads Practices)
- VI. Student Engagement and Equity (7 Elements including Student Autonomy and Extracurricular Activities)
- VII. Community (3 Elements including Family Involvement and Service Learning)
- VIII. Facilities (2 Element including Technology Use and Allocation for Physical Resources to Support STEM Learning for Students)
- IX. Strategic Alliances (3 Elements including Partners Support Instruction and Provide Resources and Staff Establishes and Maintains Partnerships)
- X. Advancement and Sustainability (2 Elements including Development of a Five-Year Plan on Goals and Benchmarks for Community Strengths)

2. DLI Schools Review Criteria: After three years of implementation, each application will be evaluated using the following Nine Assurances of DLI School Designation:

- I. Instructional model for both English and the target language is implemented with triangulation among: subjects taught according to grade level pie chart; use of adopted materials by the state; and ensuring minimum number of minutes in core subjects: math, science, social studies, and target language literacy.
- II. Programs must be started with two-teacher model and sustained as such unless enrollment necessitates other alternatives.
- III. Target language teachers: communicate in the target language in the classroom at all times and in front of his/her students in all school environments; and may only deliver instruction to students participating in the dual language immersion program.
- IV. There are clear, enforced, and reinforced expectations that students communicate in the target language in the classroom.
- V. Schools and districts conduct annual AAPPL testing in grades 3 – 8 according to state guidelines.
- VI. English and target language teachers collaborate as a DLI partnership on a weekly basis.
- VII. Enrollment in dual language immersion is open to all students of varying backgrounds and all ability levels.

- VIII. DLI teachers (both English and target language) participate in professional development as follows: all state-sponsored professional development days; and AUDII for first and second year teachers.
- IX. School principals and DLI district administrators are required to: attend AUDII new administrator's strand once and Dual Language Immersion Advisory Council semi-annual meetings (Fall and Spring)

E. AMOUNT OF GRANT AND PROGRAM SUPPORT: Grants will be awarded to **10** schools (school districts may receive more than one grant) in the amount \$10,000 for the 2016-17 school year (July 2016), and \$10,000 per school year for each school year thereafter as long as the school meets the program requirements and legislative funding remains available. Also, schools will be eligible for additional STEM funding once that becomes available. Finally, schools will receive curriculum and instructional support, target language assessment and professional development for both teachers and administrators from the Utah State Office of Education.

III. Priorities for Funding

- A. Priority in funding shall be given to:
- 1. New school districts/charters to the STEM/DLI program.
 - 2. New languages to current school districts offering the DLI program.

IV. Program Requirements

Each school proposal to participate in the STEM/DLI program should include in the application narrative:

- A. PURPOSE: State the purpose of the school joining the STEM/DLI program. Include appropriate data and demographics of populations served.
- B. COMMITMENT: Describe the administrative commitment at both the district and school level in supporting the STEM/DLI program. Explain the community interest, and target language selected.
- C. PARENTAL INVOLVEMENT: Describe strategies for increasing parental involvement in students' Science, Technology, Engineering, Math and World Language learning. Discuss strategies for engaging parents in understanding the importance of both STEM and DLI.

V. Preparation of Application

A. COVER PAGE: Use the form provided in Appendix A. The cover page should be the first page of the application.

B. ASSURANCES: Use the form provided in Appendix B. Attach the assurances page behind the cover page as the second page of the application.

C. APPLICATION NARRATIVE: The narrative section must be double-spaced and may not exceed 400 words. In addition to addressing A, B, and C in Part IV, the narrative should briefly describe:

1. Short description of the school where the program will be offered.
2. Current elementary DLI programs in the school district.
3. Any other pertinent information.

VI. Proposal Submission and Review

A. SUBMISSION: Applicants must submit a signed copy of the full proposal to the USOE. The copy must include signatures of the authorized officials on the cover page. Faxes are not acceptable. To be considered for funding, proposals must be received at the USOE by 5:00pm on **November 2, 2015**. Proposals should be mailed, e-mailed in PDF format or delivered to:

Gregg Roberts (gregg.roberts@schools.utah.gov)
World Languages & Dual Immersion Specialist
Utah State Office of Education
250 East 500 South
P.O. Box 144200
Salt Lake City, Utah 84114-4200

VII. Award Administration

A. NOTIFICATION AND AWARD CONDITIONS: Within 5 days of completion of the review process, the project director officer and principal will be notified of the status of their proposal. Districts may receive more than one grant.

B. REPORTING REQUIREMENTS: Each eligible school district or charter school receiving a grant may be required to report annually to the USOE regarding progress in meeting the objectives and annual targets described in the proposal. Further information regarding reporting requirements and forms will be made available by the USOE.

C. COMPETITION: Proposals for the DLI/STEM program are protected under Utah Code Section 63-2-304(6) so long as the program is ongoing and competitive applications are accepted by the USOE.

Appendix A

Application for the DLI/STEM program

District or Charter School: _____

School Name: _____

Target Language: _____

District or Charter Program Director Name: _____

E-mail: _____

School Principal Name: _____

E-mail: _____

Certification by Authorized or Institutional Officials

The applicant certifies that to the best of his/her knowledge the information in this application is correct, that the governing body of this organization or institution duly authorizes the filing of this application, and that the applicant will comply with the attached statement of assurances.

Typed or Printed Name of Superintendent or Charter Board President

Signature of Superintendent or Charter Board President Date

Typed or Printed Name of School Principal

Signature of School Principal Date

These signatures indicate approval of district or charter school governance.

Appendix B

STATEMENT OF ASSURANCES

Should an award of funds from the “DLI/STEM Program” be made to the applicant in support of the activities proposed in this application, the authorized signatures on the application certify to the USOE that the authorized official will:

1. Upon request, provide the USOE with access to records and other sources of information that may be necessary to determine compliance with appropriate state laws and regulations.
2. Conduct educational activities funded by this project in compliance with the following state laws:
 - a. 53A – 15 – 104
4. Require teachers and administrators of the new school to attend the statewide professional development during the first two years of the program.
5. Follow the Utah DLI 50/50 program model for a minimum of two classes in 1st grade.
6. Take into account, during the development of programming, the need for greater access to and participation in the targeted disciplines by students from historically underrepresented and underserved groups.
7. Submit, in accordance with stated guidelines and deadlines, all program and evaluation reports required by the USOE.